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ABSTRACT

This second edition presents 15 papers intended to summarize the well-confirmed knowledge in the field of special education. The handbook is divided into three sections: the first on students with mild disabilities, those at risk for school failure, and those needing remedial help; the second on distinct disabilities; and the third on general support structures and functions. The papers are: (1) "Individualized Planning" (Richard L. Allington and Anne McGill-Franzen); (2) "Early Education for Disabled and At-Risk Children" (Rebecca R. Fewell); (3) "Elementary-School Programs" (Rollanda E. O'Connor); (4) "Secondary Educational Programs and Transition Perspectives" (Paula D. Kohler and Frank R. Rusch); (5) "Gifted and Talented Students" (Sally M. Reis and Joseph S. Renzulli); (6) "Educational Resilience" (Margaret C. Wang and Geneva D. Haertel); (7) "Learners with Visual Impairment and Blindness" (Jamie Dote-Kwan and Deborah Chen); (8) "Learners Who Are Deaf or Hard of Hearing" (Joseph E. Fischgrund); (9) "Learners with Emotional or Behavioral Difficulties" (Reece L. Peterson); (10) "Learners with Severe Intellectual Disabilities" (Diane M. Browder et al.); (11) "Learners with Language Impairments" (Katharine G. Butler); (12) "Funding" (Maynard C. Reynolds); (13) "Parents and Advocacy Systems: A Family Systems Approach" (Elena C. Pell and Elena P. Cohen); (14) "Teacher Education" (Paul T. Sindelar and Karen L. Kilgore); and (15) "School-Community Linkages" (Andrea G. Zetlin and William L. Boyd). An epilogue by Margaret C. Wang et al. summarizes current views on special and remedial education. (Individual papers contain references.) (DB)